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ABSTRACT

The success of a student-to-student counseling Program which involves counseling of students by peers is attributed to greater acceptance of peer counselors by students because they 'speak the same language' and share the same problems. Counseling is conducted informally through telephone calls, in cafeterias and in classrooms. The student counselors are trained and provided with various reference materials they may need in their work. Some tentative results which reflect the success of the student-to-student counseling program include: (1) a decrease in the total number of withdrawals; (2) a decrease in the total number of program changes; and (3) a feeling on the part of faculty, staff and students that the image of the university in responding to the individual has been strengthened by the program. (Author/SE)

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FINAL REPORT

July 31, 1975

THE UNIVERSITY OF WISCONSIN CENTER
WASHINGTON COUNTY

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Student-to-Student Counseling

Roland A. Baldwin, Director of Student Services

INTRODUCTION

The University of Wisconsin Center-Washington County opened its doors on September, 1968, as a "community-based" two year branch campus of the University of Wisconsin System. UWWC was designed to provide students in the surrounding area with the first two years of their University program and prepare them for transfer to a four-year institution. A secondary purpose was to provide personal enrichment courses for non-degree seeking students.

Up until the fall of 1973 the admission requirements at UWWC were identical with those of the UW-Madison campus. The regulations required a student to graduate in the upper one-half of his graduating class and completion of a specific course pattern. Some "marginal" students (those who did not meet admission requirements for one reason or another) were allowed to enroll, however, under special conditions as a part of a flexible admissions procedure. Such students were asked to present evidence in their behalf which would indicate that they should be given a chance to prove themselves at the University.

A number of the "marginal" students performed successfully in their academic pursuits while others were not so fortunate. Various individuals, associated with these "special" students, suspected that one reason for failure was the absence of special programs for them. Skills such as reading and note-taking, which have a significant influence on a student's potential for success, were not being strengthened in the traditional programs. A high school graduate who could not read well or take adequate notes had little chance of success regardless of his intellectual potential. It seems almost pointless to admit these "marginal" students without some efforts to help them overcome their learning and motivational handicaps.

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In this climate a Summer Opportunity Session (SOS) was developed specifically for students who needed additional help if they were to succeed in college.

Students who wished to be admitted to the special summer programs, which were conducted during the summers of 1971 and 1972, were required to be interviewed by the Student Services Office. Those who indicated a reasonable level of motivation were admitted to the program as summer school special students. Continuation in the fall was contingent upon successful completion of either an introductory English or math courses and a special non-credit study skills course.

Students were brought into the SOS program as tutors in the two academic courses. They also served as advisers and friends to the often-bewildered special students. Their enthusiastic support of the program, coupled with that of both the special

students and the faculty members involved, encouraged further administrative interest in our efforts.

As a result of University merger and a redefinition of the Center System mission, an open admissions policy was adopted for the 1973-74 school year. With the disappearance of the "marginal" student category the SOS program could not get off the ground. Students did not want to participate voluntarily in such a summer program.

The campus received a modest grant for the 1973-74 school year under the Veterans Cost of Instruction program for the purpose of extending special support services to campus veterans. Among the services provided these students during the year were tutoring, reading and study skills improvement, special helps in obtaining other veterans benefits, and academic counseling. Some of the grant money was also used to explore further programs which might be used in assisting our veterans adjust more successfully to the demands of the University.

Our interest as a Student Services staff, however, was never limited exclusively to the veterans. We were still concerned about our growing number of "marginal" students and others who were encountering all sorts of problems in adjusting to college. Many of the services extended to the vets were also made available to other students as well. The search for new and more effective counseling services was conducted with the welfare of the entire student body in mind.

Students were being used in new student program-planning sessions, conducted during the summers of 1972 and 73. The new students seemed to place a great deal of importance on the validity of the information which our student aids were able to give them. Our assistants were able to develop an incredible amount of rapport with the new students in a very short time, making the program-planning sessions increasingly more valuable. The information given out by professional staff during these same sessions became more believeable when confirmed or reenforced by the student helpers. The role of students in our advising program began to take solid foothold during those two summers.

A bulletin from the EXXON Education Foundation, describing their program for funding educational innovations, was circulated on the campus during December, 1973. One of the four IMPACT programs described in their materials was student-to-student counseling. The objectives and services of student-to-student counseling appeared to coincide with the needs and goals of our local counseling efforts; therefore, requests for further information were made.

Contact was established with Dr. William F. Brown, Professor of Educational Psychology at Southwest Texas State University and author of Student-to-Student Counseling: An Approach to Motivating Academic Achievement. Dr. Brown had been awarded the American Personnel and Guidance Association's annual award for "outstanding creativeness, initiative, and leadership in establishing, developing, and improving counseling and guidance practices in America" in 1967. The award was based on his work in student-to-student counseling. The EXXON people were funding his model in an attempt to encourage its implementation on interested

campuses across the country.

Dr. Brown was most helpful in providing a wide variety of helps and materials pertaining to his innovative approach to peer counseling. He also encouraged our applying for funding through the EXXON Foundation as a means of implementing a pilot project at UWWC.

Brown's materials were thoroughly reviewed and a recommendation was made to Dr. Robert O. Thompson, Dean of UWWC, that we submit a funding proposal to EXXON. Dean Thompson approved the recommendation and expressed strong support for the undertaking. A proposal was prepared and subsequently forwarded to the EXXON Education Foundation in New York on February 27, 1974.

On April 12, 1974, we were advised that UWWC had been selected to attend a workshop at Southwest Texas State University in connection with our grant proposal. Twelve semi-finalist schools were to spend three days working with Dr. Brown and his staff learning more about the program. The final selection for funding was also made as a result of our participation in the workshop.

The workshop was conducted by Dr. Brown from May 29 through May 31 with sessions that ran from 8 a.m. until nearly 10 p.m. each night. The following activities and experiences were included during the three days:

1. Show and discuss the 22-minute sound filmstrip: "Student-to-Student Counseling to Aid Academic Adjustment."

2. Present and discuss a two-hour student-to-student counseling session involving test interpretation and study skills analysis.

3. Present and discuss the initial two-hour training session for student academic counselors.

4. Show and discuss the 25-minute sound filmstrip: "Student-to-Student Study Skills Instruction."

5. Demonstrate and discuss use of the special testing and guidance materials developed for student-to-student academic counseling.

6. Hear and discuss reports from the directors of new programs at Laredo Junior College, St. Edward's University, and Southwest Texas State University.

7. Provide scheduled question and answer sessions covering all the following discussion topics:

   a. Delineation of Counseling Responsibilities and Competencies.

   b. Selection, Training and Supervision of Student Counselors.

   c. Operational Characteristics of a Peer Counseling Program.

d. Materials and Procedures Employed in Peer Counseling.

e. Adaptability of the Student-Counseling-Student Approach.

f. Strategies for Evaluating Student Counselor Effectiveness.

The following consultants were also available throughout most of the workshop to work with groups and individuals:

1. F. Eugene Binder, Director, College Assistance Migrant Program, St. Edward's University.

2. Mary Evelyn Grant, Director of Peer Counseling, Southwest Texas State University.

3. Warren L. Haslam, Director, Testing and Counseling Center, Laredo Junior College.

4. Floyd Martine, Dean of Students, Southwest Texas State University.

5. Vernon G. Zunker, Director, Testing and Counseling Center, Southwest Texas State University.

6. Dick Johnson, representative from EXXON Education Foundation.

On July 3, 1974, UWWC was notified that our funding proposal had been selected by the foundation for funding in the amount of $4,324. We were authorized to begin our implementation procedures immediately.

Between July 3 and August 26 student counselors were screened, selected and trained; new student program planning sessions were held; survival orientation was carried out; and the continuing procedures for student-to-student counseling were established.

Our commitment to the concept of peer counseling was much firmer following the workshop with Dr. Brown. The opportunity to watch a successful program in operation and to chat with various individuals involved in student-to-student counseling was the determing factor in our plans to procede with our own operation.

Student-to-student counseling has altered our counseling and advising efforts on campus extensively. The student counselors now carry primary responsibility for new student survival orientation under the "shadow supervision" of the Student Services staff. They also have most of the initial contacts with students which frees the staff to work with referrals and more involved problems. The work load for the staff, however, has actually grown due to the increased number of students being dealt with at all levels of counseling. Referrals to and from faculty have also grown in number under our new operation. All of these changes had been anticipated.

Implementation of the program has required a great deal more time than originally thought. In-service training and on-going contact with the student

counselors has been most important. Coordinating the counselors activities with the advising responsibilities of the faculty and keeping the faculty posted on our activities has also involved more effort than anticipated. In addition, choosing and training the second set of counselors for the coming year seemed to be more difficult than it was for the initial group. This is a natural result of our being more certain of the specific needs we have in the area of personnel.

Administration, faculty and students have been most helpful in our implementation of student-to-student counseling at UWWC. Without their collective support and cooperation the program would have been impossible. Administrative encouragement and the enthusiasm of the counselors, supported by the active involvement of many individual faculty members, have made the difference in a relatively easy transition from a more traditional operation to a full-fledged student-to-student counseling program. (See Appendix A)

The only people who have worked to hinder our progress have been all those students who desperately need help but have escaped our attempts to reach them. This has been the great frustration for the student counselors and the staff.

The EXXON grant provided ample money for our implementation. Without this financial support and the workshop in Texas the program could never have been implemented so fully. Although the money was used largely as planned, slightly more went for supplies and less for student salaries than expected.

The full impact of student-to-student counseling at UWWC will not be realized for some time to come; however, some positive signs are already appearing. The attitudes expressed by faculty and student counselors in the body of this report express well the positive feeling we all have toward the service we are now providing under the program. The responses from various counselees as quoted in Appendix A reflect the same positive reaction. Our adding, dropping and withdrawing trends cannot be accurately assessed at this point, however, close watch is being maintained over these statistics. We plan to survey attitudes and trends periodically as an on-going evaluation effort.

It would be fair to say that the students who have been directly involved in student-to-student counseling, the Student Services staff, the campus administration and most faculty members at UWWC are convinced that something good is happening here. The program is helping us better meet out commitments to our student body and the communities which we serve. For these reasons, we would readily encourage interested individuals to investigate peer counseling programs thoroughly. It would be most helpful for such persons to talk directly with people who have such programs on their campuses. A visit to these campuses or a visit with students and implementors of such programs would be most important. We have also found that Dr. Brown's materials have been most helpful in our own efforts, particularly his book on the subject. We have, obviously, adapted the program to meet our unique needs (i.e., specifically the unique challenges of a commuter campus) but I can think of no better starting point than Dr. Brown's program.

The body of this report will report in detail our actual implementation and plans for the future.

STUDENT-TO-STUDENT COUNSELING
AT UWMC

I. Objectives

The objectives adopted by the UWMC Student-to-Student Counseling program are a synthesis of ideas from many sources. Credit must be given mostly, however, to Dr. Brown and his book: Student-to-Student Counseling: An Approach to Motivating Academic Achievement. These objectives are as follows:

1) To effectively increase the size of the counseling staff and, thereby, expand the quantity and types of services available to students.

2) To serve as a liaison between students and faculty/administration.

3) To provide students with the necessary survival skills, diagnostic testing, counseling and reassurance to keep open admissions from becoming a "revolving door."

4) To minimize unnecessary attrition and early transfer.

5) To increase the probability of success in college through the following counseling objectives:

   a. To motivate each student toward developing more effective study habits.

   b. To improve each student's study efficiency through improved organization of his study activities.

   c. To improve each student's study efficiency through improved reading and writing techniques.

   d. To improve the self-direction of each student through the development of meaningful and realistic academic goals.

   e. To help each student develop a realistic understanding of non-academic university life and peer acceptance problems.

6) To achieve the major counseling objectives through the following specific guidance objectives:

   a. To facilitate individual orientation to the university community by explaining social rules, regulations, and procedures and promoting personal-social adjustment to college life.

   b. To help each student understand the college's academic program by explaining scholastic regulations, graduation requirements, and college curricula.

   c. To provide students with academic survival information by surveying common academic adjustment problems, advising

on effective time management procedures, and reporting student assistance resources available to all students.

d. To help each student understand his potential academic problems by interpreting results of standardized ability and achievement tests, surveying current study behavior and scholastic motivation, and planning appropriate corrective measures for identified academic problems.

e. To help students develop an efficient study program by giving advice on effective methods for reading textbook assignments, taking lecture notes, writing themes and reports, and passing examinations.

II. The Counselors

A. Selection

The major key to the success of student-to-student counseling is inseparably connected to the effectiveness of the counselors themselves. Proper selection, therefore, becomes, perhaps, the single most important task in implementing the program.

To qualify as a counselor a student must certainly understand the objectives, as described above, and be interested in providing the necessary services to fellow students. Due to the hours of training required, the time needed to work in the program, the inevitable demands and frustrations of counseling, and the minimal monetary compensation for one's services, the student would need to have a great deal of dedication to student-to-student counseling. Basically, the required skills for counselors can be summarized as follows:

1. Interested in working with small groups and individuals, and be interested in their welfare.

2. Able to interpret general guidance objectives and institute activities to achieve these objectives.

3. Familiar with the materials used in peer counseling.

4. Thoroughly acquainted with university regulations and procedures of concern to students (e.g., academic regulations, associate degree requirements, etc.)

5. Knowledgeable concerning campus services for refering counselees with special needs.

6. Able to interpret study skills and attitudes tests and use data to help the counselee identify strengths and weaknesses and plan appropriate corrective actions.

7. Familiar with and able to demonstrate good study techniques (e.g., taking notes, budgeting time, etc.).

In addition to the above qualifications, a student's academic stability was considered to be an important factor. For that reason, a letter, describing the planned program and inviting interested students to apply for the counseling positions, was sent only to students who had earned at least a 2.5 GPA during the spring semester of 1974. Both part- and full-time students were encouraged to participate and it was noted that there was a need for adults as well as for students of traditional college age. It was important to have a varied group of counselors for the program.

A total of 46 students responded positively to the above letter and were invited in for an initial interview with the program director. Twenty-six students were eliminated during the first round of interviews for various reasons. Many chose to withdraw after the full scope and nature of the counseling responsibilities were explained. Others felt that the time

commitment would be more than they could afford.

The remaining 20 students were invited to complete an application and personal data sheet and then return for a more-in-depth orientation session. The orientation began with the film strip: "Student-to-Student Counseling to Aid Academic Adjustment." This was followed by a discussion of the required training sessions and the proposed plan of attack for UWWC. The students were then interviewed a second time by the director and the field was narrowed to 15. All of these individuals were subsequently participants in the actual training program which began on July 15.

Only 10 students were ultimately chosen to become student-to-student counselors. The final selection process followed the training period and will be described at that point in this report.

B. Training

The students were not paid for the training period for two reasons: 1) We wanted to save as much money as possible for actual counseling activities. 2) More people were allowed to participate in the training. The students indicated that this was not a problem because of the valuable experience the training session provided. Several indicated specifically that even if they had not been selected as counselors the experience would have been well worth their time. The five students who were eventually screened out of the program echoed this same sentiment.

Our first obstacle was time. We had only from July 15 until August 24 to prepare for orientation and the opening of the fall semester. This, of course, was further complicated by vacation and student work schedules. A normal schedule would allow most of the training during the previous spring semester.

Thirty hours of training were needed, and it became necessary to run a morning session for part of the group and an evening session for the remaining students. Ten 3-hour sessions were scheduled, running from Monday, July 15, until Tuesday, August 13. Three joint Saturday sessions were held. The training activities were as follows:

Session	Activity
1	Overview of program concepts, objectives, procedures, and results. Counseling materials familiarization and counseling dynamics analysis.
2	Administer Effective Study Test to counselors. Scholastic success factors and scholastic motivation analysis. Discuss and demonstrate Study Skills Survey evaluation.
3	Administer Study Skills Survey and demonstrate

	test interpretation using EST results of counselors. Counselors role play test explanation and interpretation.
4	Demonstrate and discuss survival orientation activities. Analyze test interpretation objectives, procedures and interpretation. Role play counseling techniques and typical counseling steps.
5	Analyze and discuss survival orientation objectives, procedures and activities.
6	Evaluate study habits evaluation objectives, procedures and activities. Role play and demonstrate study skills instructions.
7	Discuss who, what, where, why, when and how of counseling referrals. Demonstrate and role play study habits evaluation.
8	Review program objectives, procedures and materials. Guest speaker: Ralph Russell (Interpersonal Communications). Review and demonstrate survival orientation activities.
9	Review test interpretation, study skills, study habits evaluation and study skills instructor. Role play typical counseling session situations.
10	Plan survival orientation activities and make assignments. Prepare audio visual materials and campus tour.

In addition to the above training sessions, the students spent a great deal of time assisting in new-student program-planning sessions and preparing presentations for the sessions.

In connection with the counselor's training it is well to note that the counseling limitations of such counselors were emphasized. The following is taken from the Student Counselor's Handbook:

Counseling Limitations

Student academic counselors must recognize their limitations as counselors. The major counseling cautions to be observed may be stated as follows:

1. The student academic counselor should not attempt to make decisions for the counselee. He should, however, suggest various possible solutions to a student's problem and aid the student in examining the limitations, alternatives, and

consequences of proposed action.

2. The student academic counselor should not attempt to help a counselee solve problems involving serious mental or physical disorders. He should, however, assist such students to recognize their need for competent specialized help and initiate action to insure the student's proper referral.

3. The student academic counselor should not allow his own personal biases, attitudes, beliefs, values, and needs to dictate his handling of a counselee's problem. He should, however, recognize that these will affect his reactions to student problems and influence the kind of relationship that he has with students.

4. The student academic counselor should not criticize or evaluate the personality or behavior of any instructor during discussions with a counselee. He may, however, suggest that the counselee approach an instructor who is involved in the counselee's problem in order to gain the instructor's point of view and discuss the problem with him.

5. The student academic counselor should not tell a counselee his raw scores on psychological tests. He should, however, utilize centiles derived from local norms to aid the student in discovering his potential strengths and probable weaknesses.

6. The student academic counselor should not gossip about a counselee or betray a student's confidence on matters of a personal nature. He should, however, remember that his official status will not allow him to remain silent on some matters although this sometimes poses a difficult ethical question. (The American Psychological Association advises that the client's best interest is the most appropriate yardstick to use in deciding where, when and how to seek professional assistance in helping the student.)

7. The student academic counselor should not encourage a counselee to believe that he can increase his native intelligence. He should, however, encourage maximum use of the ability that the student has by helping the student make a realistic inventory of his strengths and weaknesses. (Test data is one guide to such strengths and weaknesses, as is academic background. However, test results are limited in that they are more likely to specify a "floor" of academic ability rather than a "ceiling".)

8. The student academic counselor should not do all the talking

In a counseling situation. Instead, he should encourage counselees to express themselves frankly and freely so that he can help them identify, analyze, and suggest solutions for their own problems.

Duties and Responsibilites of Counselors

1. Assist in new student summer program-planning sessions.
2. Plan and carry survival orientation for new students.
3. Maintain weekly office hours in student-to-student counseling office.
4. Assist students in using University resources.
5. Set up appointments with counselees.
6. Provide workshops as needed on improving study skills.
7. Give aid to students who appear friendless and lonely.
8. Keep records of counseling interviews.
9. Refer students to professional staff and faculty for needed services not available from peer counselors.
10. Attend bi-weekly evaluation and training sessions with program director.
11. Develop a relationship with members of the counseling team that will allow for effective interaction.
12. Help students identify realistic academic and vocational goals.
13. Meet with faculty to help them understand student-to-student counseling.
14. Be actively concerned about one's fellow students.

During a wrap-up evaluation meeting the student counselors recommended the following supplemental list of counseling guidelines:

Listen: without making value judgements

Listen: to personal problems - offer an ear but never an answer. If more help than this seems in order guide the student to professional aid.

Listen: as a friend and fellow student not as an over-worked honor student or an academic evangelist

Listen: for common college adjustment problem that may be responsible for the responsible for the "college is too much work and not fur me" syndrome:
1. unclear or poor motivation
2. over-worked - too many "part-time work hours or a too heavy class load

3. poor time management
4. background not sufficient for course
5. poor study environment
6. poor study skills, etc.

Offer: tools for academic success
1. questioning and clarifying motivation
2. efficient time management suggestions
3. "catch-up" courses either on campus or in the community
4. study skill tips including reading tests, note taking test taking, writing, etc.

Offer: alternative sources of help
1. faculty
2. administration
3. tutor
4. adult education class

Reach out: take the initiative
1. talk to people in your clases, see what sense they're making out of the course. Talk to people in the halls, in the lounge, on the grass.

2. be realistic. Many people don't need help or will find it when they need it. Some don't want help - college today is the end in itself. But there are others - lots of them - who want and need the information you can share. Find them and you both win.

3. show you understand and care by helping students help themselves. Don't offer a crutch, offer tools and information that will allow them to succeed independently.

D. Final Selection

During the training sessions each of the trainees wrote two tests--one on study attitudes and one on study skills. The results of these tests were included in the final selection process. The students also evaluated each other on the quality of their in-class presentations and general participation in training activities. At the end of the training period each counselor was asked to rank his fellow counselors according to his perceived effectiveness in peer counseling techniques. The director also conducted a final personal interview with each trainee before combining all of the above items to select the final ten student academic counselors.

Two students indicated during the final interview that they felt unprepared to carry out the task of student-to-student counseling. One other had been rated very low by the director and the other students on the basis of over aggressiveness and lack of sensitivity to the values of other group members. The other two ranked very closely to the next lowest but were eliminated because of their relative rankings by their fellow counselors. One of these last two was designated

as an alternate and was used during orientation.

The counselors for the 1975-76 school year were chosen during the month of April, using a method similar to that employed for the original group of counselors. Letters were sent inviting interested students to attend a "rap" session on student-to-student counseling in the student lounge. Subsequent invitations were also sent to both new and continuing students with strong academic backgrounds explaining the program and inviting them to apply for counseling positions. Eighteen applications were eventually considered and the students were invited for an interview with Roland Baldwin, Director of the program, and Don Kuhl, Associate Director of Student Services. Based on these interviews, four counselors were selected for the coming year.

Two additional students will be selected to join the program at the beginning of the fall term.

Training sessions were conducted for a period of 10 hours during the last three weeks of May. Current counselors were used to assist the staff in preparing new counselors to work with new students in our modified survival orientation program and registration sessions which were held in June. Additional training sessions in preparation for the new school year are scheduled for the month of August. Experienced counselors will also assist in these sessions.

E. Counselor Characteristics and Pay

The following letter of appointment expresses both the importance of the Student-to-Student Counseling Program and importance of high quality in those chosen to work as counselors:

> Dear
>
> I am pleased to confirm your appointment as a trainee in the Student-to-Student Counseling Program. You are to be congratulated for your interest in providing a very valuable service to your fellow students. I am sure that you will be well repaid for your efforts.
>
> Being a student academic counselor is both a privilege and a responsibility. It is a privilege because you have been chosen to represent the college to new students. It is a privilege because you have been given an opportunity to help assure each new student's academic adjustment, thereby giving greater meaning and direction to the freshman year in college.
>
> This very privilege makes it also a responsibility. You must always remember that your attitudes are contagious. So it is your responsibility to pass on to the incoming class, by your own actions, those attitudes and ideals that will stand for the best that our college has to offer. Our watchword must always be: "Attitudes can't be taught; they must be caught." Being a student academic counselor is also a responsibility because counseling, whether done by students or faculty, carries with it the obligation of professional status, a

status that demands sincerity, integrity, and the spirit of helpfulness.

The qualities of a successful student academic counselor are these: 1. good, effective scholarship; 2. high, consistent personal values and behavioral standards; 3. maturity, judgment, and common sense; 4. a sense of responsibility coupled to a sense of humor; and 5. enthusiastic loyalty to the college.

Since I will only be able to work with 10 counselors at completion of the training program, you must keep in mind that 5 of the people in the group will need to be selected out prior to survival orientation. That means that your attendance at the training sessions, your wholehearted participation and preparation for the training program will all have a very important impact on your being finally selected or eliminated. As you can see from the initial training sessions, there's a lot to be learned and a lot to be accomplished before you will be prepared to begin a full-fledged student-to-student counseling effort. If at any time you have any questions or problems, please feel free to see me.

The counselors, ultimately chosen represent a most exciting group of students. There are seven women and three men, ranging in age from 19 to 47. The 4 oldest are married women. The students represent 6 of the approximately 23 high schools from which UWC draws its student body. All of the counselors exhibited strong academic records. Their cumulative GPA's ranged from 3.0 - 4.0 with all but 2 falling between 3.0 and 3.5. The student with a 4.0 GPA is an adult student who has completed less than 12 credits.

The counselors were as follows:

DOROTHY BROWN

Dorothy is 30 years old, married, from Germantown, Wis.; and majoring in social welfare. Her reasons for getting into the program were:

"The idea of the Student-to-Student Counseling Program excites me. Communicating with understanding because of commong experience makes sense. I enjoy listening, discussing and sharing ideas. I enjoy working with people. The program sounds like a dynamic learning experience for all involved and I'd like to be a part of it.

"To me college is exciting and frustrating in a tantalizing way. It has brought me to read and question and think. It is frightening, at times, but in a positive, growing way. It has been my doors and windows and handle on life. I know college isn't everyone's beginning, but I'd like to think that those who want to give it a try have the skills and enthusiasm needed to objectively decide for themselves."

MARGIE GROH

Margie is 19 years old, single, from West Bend, and majoring in

elementary education. Her reasons for becoming a counselor were:

"I enjoy people. Also since I was a student at UWWC last year I feel I can offer some help and advice to new students. In addition, because I'm majoring in education, the program would benefit me as well as the students receiving the counseling. Finally, I feel it's important for students to help each other out. Even though Mr. Baldwin and everyone else do a good job, students are sometimes reluctant to confront them with some of their problems. Students might be more likely to come to other students. Also there are some things - like tips about teachers, courses, etc. -- that only a student would be able to pass along."

PATRICIA (PAT) MANN

Pat is 23 years old, married, from West Bend, and majoring in psychology. Her reasons for being in the program were:

"Experience--I'm interested in counseling.

"Credit--work or field experience will be more important in landing a job in the future than it is now.

"I think being involved in a work experience will help me adjust to school.

"More important than any of these--I have a real desire to be in school and do well--I believe it's contagious."

TERRI ROSENTHAL

Terri is 19 years old, single, from West Bend, and majoring in secondary education with an English emphasis. She became a counselor for the following reasons:

"I would like to gain experience in helping students whether it be in English, German, or counseling them to end some of the "freshmen blues." It seemed to me that there is such a drastic change from high school to college. I would like to be a part of a program that may end some of the initial confusion of college freshmen and guide some sophomores into easier transfers."

JOY LEE SCHREINER

Joy is 47 years old, married, from Saukville, Wis., and majoring in English. Her reasons for joining the program were:

"I believe the program will be interesting, educational and worthwhile. I enjoy working with people and generally have a good rapport with all ages. If I am qualified to participate I feel I would probably get as much out of the program as I would give."

PAUL VOGELSANG

Paul is 20 years old, single, from West Bend, and majoring in music. He joined the program for the following reasons:

"One of the biggest handicaps in beginning a college education is not so much the difficulty of the subject matter as simply a feeling of being lost and not knowing where to go to solve the problems that come up during the first few months. If these problems could be cleared up quickly and easily the students' education would be much the better for it."

VICKI WARBER

Vicki is 19 years old, single, from Thiensville, Wis., and majoring in physical therapy. Her reasons for being a counselor were:

"I would like to be a part of this program because I have always enjoyed being involved with people, especially when I can use my abilities to help them. I also enjoy meeting people and this program certainly allows for this possibility. Being a part of this program would also make me feel involved in the University other than classroom activity..... I feel that my experience as a Girl Scout leader this past year has given me some basic knowledge in directing and working with people. For the last four summers I have also worked as a day camp counselor for mentally retarded children in my community. One other area which may have some relationship to this program is in high school I was a tutor for math and reading for students who were having trouble in those areas. I guess that having two younger sisters (ages 17 and 15) has also given me some type of counseling training."

MIKE WEBER

Mike is 23 years old, single, from Hartford, Wis., and undecided as to his major. He gives the following as his reason for wanting to be a counselor:

"I feel this campus really needs a program such as this for the benefit of all involved. Also, due to the fact that the school covers such a large (geographic) area, it may help newcomers unwind somewhat."

LORI WENNINGER

Lori is 20 years old, married, from Hartford, Wis., and majoring in occupational therapy. Her reasons for joining the program were:

"The main reason I would like to participate in the student counseling program is that many problems college students have, I feel, relate directly to study habits and skills used at a high school level which, in return, are not useful in college. One way to alleviate

this problem is to enlighten the student to different ways to study, take tests or write notes. I personally wished I had known some of these special skills when I started college."

GERI WOLF

Geri is 20 years old, single, from Richfield, Wis., and majoring in secondary education with an emphasis in English. His reasons for getting into the program were:

"I have decided that I would like to go into secondary education and eventually counseling. My reasons for this are because of the hard times I experienced in high school and the help I received from my counselor. I feel this program will give me some good learning experience and help me prepare myself for the future. Also, I enjoy helping others who have trouble learning."

In all cases the 10 students professed and have demonstrated a high level of interest in helping their peers adjust to the demands of university life. They have been mature and responsible in carrying out their assignments. They have actually spent much more time involved in working with students in need of help than is reflected in their time sheets. In short, their sense of professionalism and dedication has been most gratifying.

The rate of pay for the student counselors was set at $2 per hour. They were expected to put in an average of 10 hours per week or 150 hours per semester. As I indicated earlier, the counselors have responded by working as much as necessary to get the job done but have been mindful of our maximum budget when reporting their hours.

In addition to the pay which they received, the counselors were given the option of also enrolling for Education 200, a 2-credit practicum course. One-half of the required 70 hours in observation and class room participation could be met by the student's counseling activities. Only one student elected to take advantage of this opportunity. Others had been involved in the practicum at an earlier date and did not wish the additional credit.

F. Supervision and Related Activities

All counselors were under the direct supervision of the Director of Student Services. They met at least bi-weekly with the Director to report progress, to share ideas and problems, and received in-service training. The meetings were important and each counselor was expected to attend. There were many other informal meetings of counselors and Director as needs arose.

Most of the support services offered on the UWMC campus are under the direction of the program director, making our referral network rather simple. The Student Services staff consists of a Director, an Associate Director and 1-1/2 secretaries. There are no reading or testing centers and severe counseling and health problems must be referred through the Student Services staff to outside agencies.

As one training session, Dr. Frank Tate, Chairman of the UW Center System

Psychology-Sociology Department, visited with the director and several of the counselors prior to a campus speaking engagement. He was showered with questions concerning student behavior and how to deal with the frustrations of their counseling efforts. His expertise was most helpful as an in-service training activity.

On another occasion, Dr. Tom Kroner, a local psychiatrist, was on campus to address the student body and work with the counselors in a small workshop. His presentation was on Transactional Analysis and was entitled, "What Do You Do When Your Script Runs Out and You're Still Alive?" Following his general lecture he met with the counselors for two hours to explore ways in which TA could be used to help students overcome problems they might be having at the University. He also led them in some role playing and games designed to sharpen communication skills and raise sensitivity.

Four counselors and the Director spent a full day on the campus of Gateway Technical Institute, Racine, Wisconsin, presenting a workshop on Student-to-Student Counseling. Student counselors, potential student counselors and professional staff from the three GTI campuses and a staff member from the University of Wisconsin-Parkside were in attendance.

Our presentation was basically a description of our own program and the experiences we were having in implementing it. Time was used also in questions and answers, and the final activity of the day was spent role playing various counseling situations.

Our counselors observed the use of identifying buttons at GTI and subsequently decided to recommend their use at UWMC, as a result of our visit. (See Appendix B.)

III. Counseling Activities

A. New-Student Programming

All of the counselors were used during at least one new-student program-planning session as resource persons. This was done while they were still in training to expose them to students and their questions in live situations. Many "typical" student problems which had been discussed in training became realities to the counselors during these sessions.

New students were invited to the summer advising periods in groups of approximately 15. Each session was scheduled to last 2 hours and included the following items:

1) Welcome to UWWC.

2) Overview of the typical transition problems students have from high school to college.

3) What are majors, minors, credits and interpreting other college lingo.

4) How many credits should I carry?

5) How much should I work outside of school?

6) How do I read the timetable?

7) How to plan my Semester I courses.

8) Pre-registration.

9) Description and instructions pertaining to final registration.

10) Invitation to orientation.

The last hour of each session was spent assisting individual students actually schedule courses. The student counselors assisted at this point in seeing that students were pre-registered for the proper courses.

B. Survival Orientation

Survival Orientation was scheduled for the afternoon of Saturday, August 24, preceding the opening of classes. The entire 3-hour orientation was planned by the student counselors around the recommended activities of the Student Counselor's Handbook. The counselors worked in pairs and the activities of orientation were as follows:

1) Welcome by Dean Thompson (approximately 10 minutes)

2) Division of students into 6 groups of 25 each and assignment to small-group assembly areas.
   (Note: The Director and the alternate counselor were assigned to assist with groups and a total of 152 students participated.)

3) Small groups assemble at designated localities.

4) "Effective Study Test" administered (40 minutes).

5) Report college survival facts.

6) Analyze time budgeting problems.

7) Analyze note-taking problems

8) Analyze scholastic motivation problems.

9) Answer questions about college life.

10) Inventory college rewards.

11) Inventory sources of student assistance.

12) Explain available guidance services.

13) Tour campus.

C. Test Interpretation Sessions

All of the new students who participated in orientation were invited to meet with a student counselor for an interpretation of the "Effective Study Test" results. These were generally small group sessions (i.e., 2-4) held in the student counselors' office. The major objectives of these meetings were:

1) To explain college success factors.

2) To interpret the student's attitudes and habits as reflected in the EST.

3) Explain further counseling services available and arrange additional meetings as needed.

The test interpretation sessions were scheduled during the first two weeks of classes. Seventy-seven students were contacted for test interpretation.

D. Study Skills Instruction

Following test interpretation sessions or as a result of a student's request for help, individualized sessions in such areas as time budgeting, note-taking, text book reading, theme-writing and test-taking were held throughout the semester. Times of highest student interest were at the beginning of the semester and at the six-week testing period. Three hundred fifty-two individual conferences were held with students in these areas during the year.

The student counselors were assigned specific hours during which they were to be available in the counseling office. Most of the counseling, however, was conducted by the students at hours other than those assigned and, often, at locations other than the counseling office. A rigid schedule for the counseling office was abandoned during light work periods.

E. Study Skills Workshops

In an effort to reach more students, the counselors set up six noon workshops in note-taking, text book reading and test-taking. These were held in vacant classrooms on campus but were not terribly successful. Only 15 students participated.

F. Other Activities

Several of the counselors were involved directly in providing tutoring or study-group assistance to students in their classes. One student worked directly with the history teacher in providing help sessions to students experiencing difficulty in History 101. Two others assisted by helping faculty administer tests to a quadriplegic on campus.

Five of the counselors presented a panel discussion on student-to-student counseling to the faculty and staff during the December collegium meeting. They hoped to encourage increased cooperation from the faculty in referring students to the counselors. The director had outlined the program to the faculty during the faculty workshop which preceded the beginning of school in the fall.

Counselors for this year joined with the new counselors for next year in carrying out new student program-planning sessions during the month of June. Counselors met with groups of 4-5 new students for the purpose of discussing "survival orientation" items, interpretation of placement test scores and program planning. Staff members were on hand during the planning portion of the program to do academic advising and finalize a student's registration.

Students have responded most favorably to this more personalized approach to orientation and registration. The counselors have also reported a high level of satisfaction with this procedure. They feel that they have been most helpful to the students and that the contact they have established here will carry over into other counseling activities in the fall. This has also been an excellent way for the new counselors to receive on-the-job training under the supervision of experienced counselors and staff. Two hundred forty-one new students participated in these sessions.

IV. Costs

The expenses involved in our first year program are as follows:

Student Counselor's Handbooks	15 @ $2.75	$ 41.25
Student Guide to Effective Study	400 @ $192.50/100	770.00
Instructor's Manual for SGES	12 @ $30.00/pkg. of 12	30.00
Student-to-Student Tips	1 pkg. of 400	70.00
Study Skills Illustrators	1 pkg. of 500	105.00
Guide to Writing Research Papers	50 @ .45	22.50
Study Skills Survey Test		
Booklets (reuseable)	1 pkg. of 200	45.00
Workbooks	1 pkg. of 200	27.50
Manual of Directions	15 @ .35	5.25
Effective Study Test		
Booklets (reuseable)	1 pkg. of 200	45.00
Correcting Stencils	10 @ .60	6.00
Manual of Directions	10 @ .50	5.00
Identification Buttons	1 box	32.00
TOTAL SUPPLIES		$1,204.50
Student Counselor Salaries	@ $2.00/hr.	3,119.50
GRAND TOTAL		$4,324.00

It should be noted that many of the supplies are reuseable and that only the Student Counselor's Handbooks would need to be purchased new each year. Answer sheets would need to be purchased as needed; however, we have a supply of 500 on hand for each of the two tests from our veterans' program, and the replacement cost is minimal.

Salaries for the Director of the program and secretarial help are not taken into consideration here, as they were paid by the University. All duties in these areas were carried out along with the continuing responsibilities of the Director, who is the Director of Student Services, the Associate Director of Student Services, and the Student Services Secretary.

Funding for next year will come from three sources: $300 from the Washington County Mental Health Association, as a result of a presentation to that group on the merits of the program; $1,000 from student funds, as a result of the support given the program by the Student Funds Committee which is made up only of students; and $1,000 in student help money from the Student Services budget.

Assistance was sought from these various sources in an attempt to broaden the base of support for the program. The Mental Health Association had hoped for a larger donation to encourage our sharing the program with other county schools but were unable to raise the anticipated revenue. Their support, along with that of the students and the University, ensures the future of student-to-student counseling at UWMC for the coming year.

V. Summary

Dr. Brown and others involved in student-to-student counseling are convincing in their defense of paraprofessional peer counseling. The program's success in achieving the guidance objectives among confused new students is even greater than they first expected. The key to this success is the acceptance of the counselors by their peers. In the words of Dr. Brown in the preface of the Student Counselor's Handbook:

> "Simply stated, college freshmen are more willing to accept and use peer-delivered guidance because they perceive their peers to be capable of giving more realistic advice. The guidance offered by student counselors gains greater acceptance by freshmen because the student counselor 'speaks the same language and shares the same problems'."

A great deal was learned during the first year of implementation at UWC. The training program prescribed by Dr. Brown was excellent, but the problems of a freshman-sophomore commuter campus have made certain modifications in his program necessary. We have found that the percentage of students coming in for test interpretation following orientation to be quite small, for example, and that the counselors and staff must be much more aggressive in their approach, for students to seek help. The fact that students can escape their school problems by going home to the "real" world immediately after class presents a difficult situation for the counseling staff. Not having the captive audience in the dormitories hinders effective communication with our students. The smallness of the UWC campus in student body, student personnel staff and support facilities makes our program much more compact than one finds at Southwest Texas State University. The continuity among counselors to be found when juniors and seniors continue as counselors is also missing here.

The UWC counselors found scheduled office hours and a permanent location to be much less effective than person-to-person contacts in class, in the hallways, in the cafeteria or lounge, and on the phone. They were assigned students whose names appeared on academic actions lists and "down slips" so that such personalized contact could be carried out. A great deal more initiative and creativity was required by the counselors in our setting than seemed necessary at larger, resident campuses.

The only materials added to those used in Dr. Brown's program were various reference materials on study skills improvement which were made available to the counselors. A student handbook which describes rules, regulations, suggested course sequences for various majors, fees, and the like, is also used to supplement information provided to the students during orientation activities. Several of the counselors also developed individualized visual aids for their own use.

In addition to the evaluation material contained in the appendices of this report from faculty, counselors and counselees, the student counselors submitted the following selected comment concerning their experience with the first year of student-to-student counseling at UWC:

> "The key to the success of this program is the name--Student-to-Student. The student counselors must accept the responsibility for the program. Initially they are dependent on the administration for training and guidance. The administration should always be available for advice and

comments, but the program is meaningless if the major role is not with the student counselors, themselves. The idea behind a program of this kind is shared point-of-view. The student counselors identify with other students because they have been and still are experiencing the college role of students.

We feel that the basic premice behind STS--students helping other students--is sound. Considering the high probation and drop-out rate, there is a need for this program at UWC. The success of the program is dependent on adapting to the unique situation and needs of the UWC campus. A dynamic, effective program requires questioning, modifying, discarding and changing."

It is too early to effectively evaluate the success of the program at UWC, but some results seem noteworthy:

1) The total number of withdrawals during Semester I decreased over the same period last year.

2) The total number of program changes was reduced by nearly 200 over last fall semester.

3) Faculty, staff and students feel that the image of UWC in responding to the individual has been strengthened by the program. Student-to-student counseling is consistent with the claim made by UWC that, as a small campus, it can provide a significantly more personalized educational program than larger universities. Student-to-student counseling and our new faculty advising system are working together to improve the guidance contact with UWC students.

The following statement from UWC's Dean Robert O. Thompson best summarizes our reasons for continuing student-to-student counseling:

"For some time we have recognized that many of our students lack those skills which are necessary for survival in college. The student-to-student counseling program has greatly expanded our ability to deal with this problem. I have been greatly impressed by the dedication and professionalism of our student counselors. It has been a unique educational experience for them, and they have grown tremendously as a result of this experience. They have made an enormous contribution to our campus during the past year."

APPENDIX A

I. SELECTED RESPONSES FROM STUDENT QUESTIONNAIRE

QUESTION: In what problem areas did a peer counselor assist you?

RESPONSES:

3 Selecting a schedule of classes
1 Understanding the college catalog
1 Understanding college procedures and regulations
5 Learning how to study
1 Referring me to a professional counselor
4 Willing to listen to my problems
1 Giving me information about 4-year colleges and other institutions
1 Formulating my vocational plans
1 Choosing a curriculum
3 Understanding my own abilities
1 Understanding my own limitations
4 Inspiring me to do well in college
1 Having respect for myself
2 Making my own decisions and locating people for specific questions, for example, financial aids.

QUESTION: What recommendations and/or suggestions can you offer to help us in improving and developing the peer counselors to better serve the needs of our students?

RESPONSES:

"I was only exposed to one counselor. What I saw and knew about her as far as counseling is concerned, no visible improvement is needed."

"If it wasn't for this particular counselor, last semester would have been about the worst three months in my life. I think that tells how I felt about my counselor."

"It's hard for a new student to go up to someone he doesn't know and talk about his problems concerning school or otherwise."

"None"

"I didn't have too much need for a student counselor so I don't know how effective or ineffective they are."

"For being a new program, I think that the student counselors are doing a good job. But I have one criticism. I think that the student counselors should treat each student's problem individually. In my opinion, the student counselors have the impression that each student who has a reading problem, for example, has this because of one single factor....."

"I think that the student counseling program is a good idea. I am thinking about joining it myself. I would not be too pleased if UMC gave up the student counseling idea."

"I feel that only a certain percentage of students need counselors. I feel

that since I had done well in high school, I was able to adapt to college. I did not participate; therefore, I am not qualified to give any suggestions for improvement. Personally, I prefer my faculty advisor to the student counselor idea."

II. SELECTED RESPONSES FROM FACULTY/STAFF QUESTIONNAIRE

QUESTION: Do you feel the peer counselors are affecting the college image? If yes, how?

RESPONSES:
"I have heard some feedback indicating the students appreciate this concerned and interested service."

"I feel each counselor shows students an example of his own hard work and success. Whenever this is done it speaks well for the college."

"On the positive side, it breaks down barriers that normally exist between faculty and students. On the negative side, I am not sure that the evangelical approach, which is evident in some of the counselors, is appropriate in this program or for the university."

"I just have a vague feeling that they contribute to the image of our campus as a small school with capabilities and desire to provide personal attention to students in need."

"Uncertain. I feel they've been very much 'out of public view'."

"(Image is poor choice of words.) I believe that the number of students reached was quite remarkable for a new program."

"Do not know."

"Don't really know. Possibly they help the image (in the eyes of other students) by emphasize the need for academic study."

"Don't know what you mean!"

"Favorably."

"Personalizing it."

"By making better students."

"Yes. I don't know for sure--just a feeling."

"I think that students feel that the college is trying to offer every possible aid it can for scholastic and also personal problems"

"Making it an open, helpful image rather than cold and impersonal."

QUESTION: Have you had occasion to refer a student to a peer counselor?

If so, please comment briefly regarding the peer counselor's readiness to help, general attitude, etc.

RESPONSES:
"Yes....good response."

"No, but I have made all the students whom I advise aware of the program."

"Yes, but I'm not sure how it finally turned out."

"Yes, on four occasions directly plus general discussion in class. Counselors very helpful--went out of their way to help students....."

"No, except I mentioned the counselors in lecture announcements."

"Yes. Good."

"Very helpful--the relationship continued--and resulted in improved grade."

"Yes. Counselor more willing than student."

"I have referred approximately 15 students to peer counselor. Did not personally follow up."

"The readiness to help and attitude was always very good."

"Not to a particular counselor, but to the counseling program. Having ascertained the difficulties experienced by the students, I have asked if they have taken advantage of the program. The answer has been usually, no; nevertheless, I have explained the program and urged them to take advantage of it."

QUESTION: What recommendations could you offer that might improve services given by the peer counselors?

RESPONSES:
"A list of the counselors and the hours of their availability."

"They might be more closely tied to specific courses and the training might be a bit more rigorous. A little more direct contact with faculty might also strengthen the program."

"Probably need increased efforts at identifhing students in need of the kind of help provided by the peer counselors."

"The session at a recent faculty meeting helped inform me better of the counselors, capabilities, etc. More information to and from faculty would help awareness."

"1. Assign counselor to faculty member to assist in encouraging referrals.
2. Continue and increase involvement in orientation."

"Let us (faculty) know if they are working with any of our students. Perhaps

we could give the counselors some insight that may help."

"Have teachers talk about the program in their classes, make students aware of areas where counselors could help."

"Perhaps they could be described as sources of 'information' rather than only 'counselors'--some students may be more willing to seek information than counseling."

"Might consult with faculty--unless they don't have any question--which they might not."

"More interaction between faculty and peer counselors. Both do part of the whole job."

"It would be helpful if a person who is a counselor in a particular discipline would stop by and identify themselves. I for one was impressed to see that one or two people were counselors of geography students. Neither of these people has ever spoken with me, nor has either taken a course from me."

"Keep up the good work."

"Explore more ways of getting counselors and potential counselees together."

QUESTION: From your experience, what is your general opinion of the peer counseling program?

RESPONSES:
"Excellent--if we can get students to them."

"I am enthusiastic and hope that it continues."

"Great! Let's keep it going."

"Excellent."

"Seems to be okay."

"Very good. The only problem I see is a tendency to get so involved in difficult cases that it is disturbing to the counselor."

"Good, although I didn't see much of it."

"Good."

"Very good--definitely fulfilling a need."

"Excellent idea--will improve as campus becomes more aware of its possibilities. Counselors seem well chosen and capable."

"I have no reason to object to it and, though I have no real first-hand experiences to verify its effectiveness, I assume it is being helpful and

hope it can continue."

"Very positive. A good addition to our college and our commitment to 'individualizing education'."

"I see it as a very positive and necessary part of this campus. I hope it continues."

"At the moment my opinion is quite positive. But I will withhold final judgment until more experience and data is available."

"My experience is very limited. I feel it is a valuable program. I base this feeling on what 4 students have told me about it. Two were counselors. Two were students being helped."

"Needed and a good idea."

III. SELECTED RESPONSES FROM COUNSELORS' QUESTIONNAIRE

QUESTION: How many individual conferences did you hold during the semester?

RESPONSES: 336 plus many informal sessions.

QUESTION: How many conferences did you have with faculty members concerning your counselees, if any?

RESPONSES: 54.

QUESTION: How many conferences did you hold with Student Services staff concerning your counselees, if any?

RESPONSES: 35 plus in-service meetings.

QUESTION: How many referrals did you make to faculty members?

RESPONSES: 62.

QUESTION: How many referrals did you receive from faculty members?

RESPONSES: 35.

QUESTION: How many referrals did you make to the Student Services office?

RESPONSES: 38.

QUESTION: How many referrals did you receive from the Student Services office?

RESPONSES: 28 identifiable.

QUESTION: What kinds of special things did you do in an effort to encourage

and publicize the Student-to-Student Counseling program as an individual?

RESPONSES:
"I talked to the friends of students who were having trouble. I talked to all my sophomore acquaintances...."

"I participated in a note-taking clinic. I helped several students in my Geography 110 class. I helped them to prepare for the tests."

"I talked it up a lot with other students, also helped with test-taking clinics. When giving advice to kids informally, I'd mention those were the kinds of things we learned in our training."

"Talked with my current and past teachers; talked to class members who seemed to have problems studying; listened to anyone in student lounge (did they teach me some things!)"

"I talked about it to some of the teachers, asking them to mention the program to their classes, letting their students know that this help is available."

"Tutored history. Encouraged some people into starting school. Bugged some instructors about referrals."

"Word of mouth and posters."

"About the only thing I can think of is telling people about it--both on and off campus. A short article in the paper once."

"...just the talk to the collegium and helping administer tests to a crippled student."

"I don't honestly feel that anything I did to encourage and publicize the program was 'special.' I did talk to students and faculty about how special and useful the program is. On two occasions I also gave a brief discussion of the services offered by the counselors to two classes and encouraged use by all, stressing that you didn't have to be a failing student to get help."

QUESTION: Has the peer counseling experience been helpful to you personally? In what way?

RESPONSES:
"First of all, it has helped me academically--with my own study habits and time use. Secondly, it has made me aware of the peers' academic and social problems."

"I have begun to understand other students better. The problems that I have tried to solve let me understand how students have difficulties in academic areas. Perhaps this will enable me to teach more effectively after college."

"I learned a lot during training. I've also become more aware of student

problems. I used to think some students were just lazy."

"First, it has made me think about college--what it means to me. It has made me a better listener and let me vicariously experience college problems, failure and success in others. Counseling has made me aware of communication problems and what 'point of view' means."

"I think it has given me a little insight into different kinds of people, maybe being able a little bit to help people even though they themselves may not be aware that they need help. It has helped me academically as well."

"I learned how to study myself."

"I found students more complex than I had thought and many of their problems were mine also."

"1. Through training I've learned better study methods and better ways to organize my time. 2. I've been able to observe how emotional, family or money problems can affect thinking."

"The workshop alone was a valuable learning experience. It made me aware of my own weaknesses and has helped me strengthen my abilities not only as a student but as a person."

"Yes. The counseling program has been helpful to me in several ways. First and probably most important, it has helped me to listen to people (really listen). Secondly, the program has helped me to better my study habits and better organize my time. In general the program has helped me to realize alot about people. Of course the most obvious way a program of this type would be helpful to the counselor involved is the inner satisfaction you get from helping someone learn to help themself."

QUESTION: What is your general opinion of the peer counseling program?

RESPONSES:
"It probably isn't fair to judge the program on one semester. If I were to look at the program as a business person I would say it failed. I'm not sure I would justify money spent for the returns we got. Fortunately I don't have to look at the program that way."

"I believe the concept is worthwhile and should not be abandoned. We knew it would be difficult. I doubt that we can say it was a success or failure on the strength of only one semester."

"Needs more time to establish itself and more publicity."

"I feel it helped many students (including myself) in learning to study."

"Excellent. It may have seemed a little discouraging at one time, but I think that even if we only help a few students with real problems, the whole program is worthwhile."

"I feel the idea of student counseling is full of potential. I am more

enthusiastic than last summer, though the reality of reaching people must be solved."

"I think it's great! I just wish I had more school time to commit to it. Right now I'm seriously thinking of resigning from collegium."

"I think it has a unique place on a commuter campus. We have special problems to deal with (jobs, home life, etc.) and we seem to have some success with these problems."

"My general opinion is that it is healthy and necessary. I don't feel personally satisfied with the results of the past semester, but we learn by our mistakes."

"The program is a very good one. I highly regard the program and feel it has done a great deal for our campus."

This is a sample of the button designed for use by the Student-to-Student Counselors. It consists of black letters on a canary background. The student counselors and staff at Gateway Technical Institute found that students liked being able to identify people on campus to whom they could direct questions, and the buttons made these people quite visible. During our visit to that campus, we observed students coming up to the counselors in the lounge, cafeteria and in the hallways to ask them questions. The counselors wear these buttons during program-planning sessions and registration. They will also wear them during orientation and whenever they are on campus during the coming school year.

APPEN-
DIX C

UNIVERSITY of WISCONSIN
WASHINGTON COUNTY

WINDWITOWS

Peer Counselors Work!

BY DON KUHL

January 27, 1975

Student response to the Peer Counseling Program on campus has been quite positive, according to the Student Services Office.

The program was brought to UWWC through the efforts of Roland Baldwin who is the Director of Student Services.

Baldwin had responded to a bulletin from the EXXON Education Foundation describing the student-to-student counseling program at Southwest Texas State University under the direction of Dr. William F. Brown, professor of educational psychology. Baldwin felt that the objectives and services coincided with the needs and goals of the UWWC counseling efforts and requested further information.

The program involves the use of trained students as peer counselors to produce a practical, economical and effective method of helping students adjust to the personal, social and academic demands of college life.

Baldwin spent three days in Texas as a guest of the EXXON Foundation in order to learn more about Dr. Brown's approach to counseling. On July 3, 1974, UWWC was selected as one of the schools to receive a grant of $4,324 to implement a student-to-student counseling program.

The major key to the success of the program is inseparably connected to the effectiveness of the counselors themselves. Proper selection is, perhaps, the single most important task in implementing the program.

A letter, describing the planned program and inviting interested students to apply for the counseling positions, was sent only to students who had earned at least a 2.5 GPA during the spring semester on 1974. Both part- and full-time students were encouraged to participate and is was noted that there was a need for adults as well as for students of traditional college age.

COUNSELORS SELECTED

Of the 46 positive replies, 15 of them were finally selected to go through an extensive training program. Of these 15 students, nine were chosen as counselors for the fall semester: Dorothy Brown, Margie Groh, Pat Mann, Terry Rosenthal, Joy Schreiner, Paul Vogelsang, Mike Weber, Vicki Warber and Jerry Wolf.

The UWWC student-to-student counselors' purpose is to effectively increase the size of the counseling staff at UWWC. This allows for the expansion of the quantity and types of services available to students.

They also serve as a liaison between students and faculty/administration and provide students with the necessary "survival" skills, diagnostic testing and counseling.

The counselors wish to also increase the probability of success in college by motivating each student towards developing more effective study habits and meaningful, realistic academic goals.

Another purpose of the student-to-student counselors is to facilitate individual orientation to the university community by explaining social rules, regulations and procedures.

Students may also seek their help in interpreting the results of various standardized ability and achievement tests.

After one semester's worth of counseling under their belts, the student counselors' attitude and opinion toward the peer group approach are very positive.

"All of the student counselors remained enthusiastic toward the program," said Baldwin. "They feel as though it has provided a valuable addition to the personalized educational approach to which Center campuses are dedicated."

He felt, however, that the counselors were somewhat frustrated because they were not able to reach as many students as they wasted to do. Baldwin said that "it is too easy for a commuter student who needs academic help to just remove himself from the situation by leaving campus."

CenterFold

The University of Wisconsin Center System Newsletter

Vol. II, No. 1

February, 1975

Students counsel

An EXXON Education Foundation grant of $4,324 is financing a special student-to-student counseling program at the UWC-Washington County this year.

Ten Washington County students, who have completed an intensive 70-hour training course, are working as peer counselors to help other students adjust to the personal, social and academic demands of college life.

Organized by Roland Baldwin, director of student services, the program is an outgrowth of work being done in the area of peer and paraprofessional counseling at Southwest Texas State University.

Last year Baldwin responded to a bulletin from the EXXON Foundation describing the program and, to learn more about it, spent three days at the Texas State University. In July, the Washington campus was selected as one of eight schools in the country to receive a grant.

The student counselors are being paid for their work with the grant money.

Baldwin reports good results. *All of the student counselors remained enthusiastic toward the program after their first semester of counseling,* he says. *They feel it has provided a valuable addition to the personalized educational approach to which Center campuses are dedicated.*

The only frustration, he says, is *not being able to reach as many students as we felt we could help.*

Students who were counseled also had positive reactions. One said, *If it weren't for my counselor, last semester would have been about the worst three months of my life.*

APPENDIX E

WASHINGTON COUNTY MENTAL HEALTH ASSOCIATION

POST OFFICE BOX 861 • WEST BEND, WISCONSIN 53095
Answering Service 338-6631

PRESIDENT
Steven J. Mann
V-CE PRESIDENT
John W. Henderson
TREASURER
Marjorie M. Wendt
SECRETARY
Suzanne S. Milwood

April 2, 1975

Mr. Roland Baldwin
Director, Student Affairs
University of Wisconsin-Washington County Campus
West Bend, Wisconsin 53095

re: Funding Support From W.C.M.H.A.

Dear Mr. Baldwin;

At our last Board of Director's meeting in March a vote was taken as to our association, Washington County Mental Health Association, contributing money to help support your Student to Student Counseling Project. I am pleased to inform you that a unanimous decision was made to support your continuation of the Project for the coming academic year, 1975-76.

The amount of our support will be $300.00. As we discussed on the telephone last month, the Board would appreciate having the names of three student to student counselors who we, as an Association interested in the Project, could use as contact and feedback for the program. Hopefully it will not be too difficult for you to attach three counselors to our board just for information giving purposes as to how the program is going during the year.

In order to make arrangements to receive the Mental Health Association's contribution to your program please contact our Treasurer, Marge Wendt, Rt. 2, Campbellsport, Wis. 53010 (Phone: 626-2729.

Thank you for your time and effort in explaining the Project to us.

Sincerely,

Steven J. Mann, President

cc: Marge Wendt, Treasurer

FEELING COMFORTABLE ABOUT YOURSELF, FEELING GOOD
ABOUT PEOPLE AND BEING ABLE TO MEET THE DEMANDS OF LIFE

APPENDIX F

Donald D. Kuhl January 14, 1975

"I have seen several student counselors throughout the first semester. They have helped me improve my reading ability. They are also willing to listen to my problems."

"If it wasn't for this particular counselor, last semester would have been about the worst three months in my life. I think that tells how I felt about my counselor."

These are responses from a University of Wisconsin Center-Washington County students concerning the new student-to-student counseling program which was initiated on the UWWC campus for the first time this fall.

Student-to-student counseling is an outgrowth of work being done in the area of peer and para-professional couseling at Southwest Texas State University under the direction of Dr. William F. Brown, professor of educational psychology. The program involves the use of trained students as peer counselors to produce a practical, economical, and effective method of helping students adjust to the personal, social and academic demands of college life.

The program was brought to UWWC through the efforts of Roland Baldwin, Director of Student Services.

Baldwin had responded to a bulletin from the EXXON Education Foundation

describing the student-to-student counseling program of Dr. Brown's. Baldwin felt that the objectives and services of the program coincided with the needs and goals of the UWWC counseling efforts and, therefore, requested further information.

Baldwin spent three days in Texas as a guest of the EXXON Foundation learning more about Dr. Brown's approach to counseling. On July 3, 1974, UWWC was selected as one of the schools to receive a grant of $4,324 to implement a student-to-student counseling program on its campus.

The major key to the success of student-to-student counseling is inseparably connected to the effectiveness of the counselors themselves. Proper selection, therefore, becomes, perhaps, the single most important task in implementing the programs at UWWC.

A letter, describing the planned program and inviting interested students to apply for the counseling positions, was sent only to students who had earned at least a 2.5 GPA during the spring semester of 1974. Both part and full-time students were encouraged to participate and it was noted that there was a need for adults as well as for students of traditional college age. It was important to have a varied group of counselors for the program.

Of the forty-six positive replies received by Baldwin, fifteen students

were finally selected to go through an extensive training program. Of those fifteen, ten students were chosen as counselors for the fall semester.

The following objectives were adopted by the UWNC student-to-student counselors:

1. To effectively increase the size of the counseling staff and, thereby, expand the quantity and types of services available to students.
2. To serve as a liaison between students and faculty/administration
3. To provide students with the neccessary survival skills, diagnostic testing, counseling and reassurance to keep open admissions from becoming a "revolving door."
4. To minimize unnecessary attrition and early transfer.
5. To increase the probability of success in college through the following counseling objectives:
   a. To motivate each student toward developing more effective study habits.
   b. To improve each student's study efficiency through improved organization of his study activities.
   c. To improve each student's study efficiency through improved reading and writing techniques.
   d. To improve the self-direction of each student through the development of meaningful and realistic academic goals.

e. To help each student develop a realistic understanding of non-academic university life and peer acceptance problems.

6. To achieve the major counseling objectives through the following specific guidance objectives:

a. To facilitate individual orientation to the university community by explaining social rules, regulations, and procedures and promoting personal-social adjustment to college life.

b. To help each student understand the college's academic program by interpreting results of standardized ability and achievement tests, survey in current study behavior and scholastic motivation, and planning appropriate corrective measures for identified academic problems.

c. To help students develop an efficient study program by giving advice on effective methods for reading textbook assignments, taking lecture notes, writing themes and reports, and passing examinations.

The ten students selected for the program were: Margie Groh - West Bend, Mike Weber - Hartford, Paul Vogelsang - West Bend, Vicki Warber - Thiensville, Dorothy Brown - Germantown, Theresa Rosenthal - West Bend, Pat Mann - West Bend, Gerard Wolf - Richfield, Joy Schreiner - Saukville.

After one semester of counseling under their belt, the student counselors' attitude and opinion toward the peer group approach are very positive.

"All of the student counselors remained enthusiastic toward the program," Baldwin states. "They feel as though it has provided a valuable addition to the personalized educational approach to which Center campuses are dedicated. Our only frustration has been one of not being able to reach as many students as we felt we could help. It is too easy for a commuter student who needs academic help to just remove himself from the situation by leaving campus."

Baldwin concluded, "I feel that our counselors have done a fantastic job in dedicating themselves to the program. They were able to reach and assist many students who would never have found their way into the Student Services office."

APPENDIX G
West Bend, Wis.
July 3, 1974

PRESS RELEASE

The EXXON Education Foundation of New York announced today that a UWC student-to-student counseling implementation project has been selected for funding under their IMPACT program. A grant in the amount of $4,324 has been received by Dean Robert O. Thompson. The student-to-student counseling program will be under the direction of Roland A. Baldwin, Director of Student Services at UWC.

Student-to-student counseling is an outgrowth of work being done in the area of peer and paraprofessional counseling at Southwest Texas State University under the direction of Dr. William F. Brown, professor of educational psychology. The program involves the use of trained students as peer counselors to produce a practical, economical, and effective method of helping students adjust to the personal, social and academic demands of college life. According to Dr. Brown, "In a very real sense, our student-to-student concepts, procedures, and materials have evolved through necessity. The high academic mortality rate for freshmen at Southwest Texas State University focused attention on the need for improving our academic guidance effort."

The goal of student-to-student counseling is to increase the probability of scholastic survival by beginning college freshmen. For the freshman, there are new academic routines to learn, new study procedures to master, new scholastic values to accept--in short, there is a whole new learning environment to adjust to. The student academic counselor's job is to assist the initial adjustment of incoming freshmen to the collegiate learning environment as well as their subsequent adjustment to the instructional procedures and academic requirements encountered in their specific courses.

Baldwin indicated that the program is innovative in that it utilizes the peer approach, the counseling is done mostly in small groups, special imphasis is placed on modifying attitudes toward going to college and study skills, and the focus is on prevention. The counseling centers on locating potential problems and taking appropriate corrective actions.

Student-to-student counseling is especially well suited to the needs and mission of two-year campuses such as UWC where the emphasis is on personalized education. The small, informal setting lends itself very naturally to the development of programs aimed at helping students to survive at college. The Center System is dedicated to giving students who wish to attend college a chance to do so without developing a "revolving door" policy. Programs such as student-to-student counseling will provide students with maximum opportunity to realize their potential in the university setting.

Potential peer counselors are currently being screened by Baldwin and official training will get underway by mid-July. The positive responses by students who wish to become a part of the new program has been incredible, according to the program director. We will ultimately hire 10 students, yet more than 40 have indicated an interest in the program.

New freshmen will have their first contact with peer counselors during orientation, which has been scheduled for Saturday, August 24. Baldwin stated that everyone connected with student counseling at UWC is excited about it and are anxious to get on with it.

Baldwin spent three days in Texas earlier this pring as a guest of the EXXON Foundation receiving training and further details on student-to-student counseling with Dr. Brown and his staff. A workshop was held for 12 schools which had been chosen as semi-finalists for funding. Half of these schools were actually funded and Baldwin feels very pleased with the selection of UWC for funding.

APPENDIX H

University of Wisconsin Center

WASHINGTON COUNTY
400 UNIVERSITY DRIVE
WEST BEND, WISCONSIN 53095
AREA CODE 414, 338-1161

TO: Chancellor Edward B. Fort

FROM: Dean Robert O. Thompson

DATE: March 19, 1975

RE: Student-to-Student Counseling Program

I am forwarding to you a Preliminary Report by Mr. Roland Baldwin, our Director of Student Services, regarding the Student-to-Student Counseling Pilot Project which was conducted on our campus this year. This program was funded by a $4,326.00 grant from the Exxon Educational Foundation.

COPY

As a part of the initial request, we indicated that an effort would be made to expand this program to the other Center System campuses. However, in this worst of all possible budgetary years, it does not seem possible to entertain the possibility of new programs which would require additional funding. However, we would like an opportunity to explain the program to the other campuses. This might be done at a Dean's Meeting or a meeting of student personnel staff, if any such meetings are planned for the future.

We are attempting to support the program for the coming year with money which our Student Life and Interest Committee has committed, money which we hope to receive from the Washington County Mental Health Association, and the Student Services budget.

We think this program has enormous possibilities for providing the assistance which many of our students need to succeed in the University. The enclosed report provides a complete description of our first year of experience with the program.

Let me know how and when we might have an opportunity to make other Centers aware of this program. Even if it is not possible for them to implement such a program immediately, some of the Student Services personnel might benefit from participating in a training session. Mr. Baldwin was recently invited to conduct a workshop for the Gateway Technical Institute in Racine on student-to-student counseling. Representatives from UW-Parkside also participated. He and three of our student counselors conducted the workshop. The Washington County Mental Health Association is interested in extending this program into the West Bend community. The two West Bend High Schools and the

Technical Institute have expressed an interest in participating in this program.

Please advise me regarding how we might proceed to make other Centers aware of this program.

RT/cs

Enclosures

cc: Dr. Daniel VanEyck
Mr. Roland Baldwin